Technology Web Page Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Professional | Educated | Novice | Unprepared |
| Advocates use of technology to support learning in classrooms  20% | Supports the use of multiple forms of technology (calculators, software, Web 2.0, assistive) | Supports the use of multiple forms of technology; Does not share why its use may be controversial. | Supports the general use of technology; Does not specify which types of technology or does not state claim clearly. | Does not communicate support for the use of technology. |
| Shares reasons to support the use of technology  20% | Gives multiple, accurate, research-based, and specialized professional association supported reasons; Focuses is on the most effective uses of technology. | Gives multiple, accurate reasons in support of the claim; May overlook major reasons; Little mention of SPA’s position or research evidence. | Gives one or two basic reasons why technology is being used; May include unnecessary or counterproductive assurances; Does not effectively support the use of technology and/or are irrelevant. | Does not provide reasons to support using technology. |
| Considers misconceptions about and reasons not to use technology  10% | Thoroughly discusses misconceptions and reasons against using technology; Explains how to minimize potential problems and why technology’s use is essential. | Discusses misconceptions and potential misuses of technology. Fails to mention major concerns, and/or doesn’t explain why the concerns exist. | Acknowledges that there can be both misconceptions about the use of technology and potential misuses of technology; Does not address solutions or cost/benefit ratios. | Ignores common concerns about the use of technology and does not address potential problems. |
| Structure  15% | Writing is well organized, has a compelling beginning, an informative body, an appropriate format, and an appropriate conclusion. | Structure of the webpage is apparent;  Components follow logically; One or to important components are missing. |  | Webpage lacks organization;  Does not assist the reader in recognizing or understanding essential content. |
| Conventions  15% | Uses correct grammar, mechanics and spelling; May use appropriate technological terms, analogies, etc.; Words and sentence structure convey a sense of partnership with the parents and respect for the reader. |  | Rare, minor grammatical errors that do not distract or confuse the reader;  Includes language that encourages dialogue between parents and teachers. | Has significant grammatical errors. |
| Consideration of Parents or Other Caregivers as Partners in Their Child’s Education  20% | Infrequent use of first person pronouns;  Frequent use of second person pronouns (a ratio not greater than 1 to 4) |  | Parents learn early the purpose of the web page; Content respects parents’ thinking and their role in education. | Nearly exclusive use of first person pronouns;  Self-centered approach;  ignores potential concerns of parents. |